

Aurora Hanley School

Dear Parents and Carers,

As you are aware reading has always been an important skill and in our modern world it is more important than ever. Children learn about the importance of reading as they watch family members use reading and writing for everyday purposes.

Reading with your child at home will help your child in all learning areas of school. This booklet will give you ideas around how to support your child at home as well as example questions you could ask your child when reading or sharing a story. As you are asking questions it is important that your child finds the evidence in the text even if they think they can recall the answers from memory—ask ‘Show me the evidence in the text’ or ‘How do you know?’

I hope this booklet helps you in supporting your child. Remember we are always happy to give further advice if you require it.

Aurora Hanley team



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What you can do at home to help

- Involve your child in everyday conversations.
- Read aloud to your child. It helps them to learn the language of books and will encourage them to enjoy books and reading.
- Talk about books, read together and make reading an enjoyable, shared activity.
- Make sure there is a wide range of reading material for your child at home, both fiction and non-fiction, books, comics, recipes etc.
- It is important to read to your child in your home language if your first language is not English. Experience shows that using your home language will help your child to learn to read in English.
- Try not to let television and screens intrude on reading time. Make a special time for reading with your child, away from interruptions.
- Ideally listen to your child every day and/or read to your child every day, even for a short time.
- Give books as treats and presents.

Hints for listening to your child read

- Before reading, talk about the cover, the title, the pictures, and discuss what the book may be about.
- During reading, discuss what has been read up to that point, and imagine what will happen next time.
- During and after reading is finished, talk and ask questions about the story and the pictures—see question examples on the following pages.
- When reading a harder book together, take turns. Beginning readers can read the repetitive parts and more experienced readers can read a paragraph or a page.

On finding an unknown word:

Pause to give your child time to work out the word

Prompt - Go back to the beginning of the sentence or read past the difficult word to the end of the sentence.

- look at the first letter and think about what the words could be
- ask “Does this make sense?”
- try to sound out the word
- look for a clue in the picture or the words
- if necessary tell your child the word

Praise your child for trying even if mistakes are made.

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Examples of what to read and do

- Tell and re-tell stories of all kinds including favourite stories, fairy tales, movie plots, local news items and family history.
- Play games such as “I spy... something beginning with d”.
- Ask your child to read the shopping list as you shop together-maybe make a tick sheet.
- Read comics, magazines, short stories, poems and rhymes, including nursery rhymes.
- Do crosswords & other word puzzles together.
- Read directions and signs when driving and shopping.
- Play board games together and read the rules.

And do remember...

- Discuss the meaning of stories and words.
- Encourage your child to read.
- Let your child see you enjoy reading.
- Visit and use a library near you. Talk to your child’s class-room teacher for further help and advice.
- Enjoy Reading – it should be fun.



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I can understand, describe, select or retrieve information
events or ideas from texts using quotations

Where does the story take place?
When did the story take place?
What did he/she look like?
Where do the characters live?
Who are the main characters?
What happened in the story?
What kinds of people are in the story?
What happened after...?
Can you tell me why ...?
Describe what happened at / when ...?



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I can deduce, infer and understand information
from text that I am reading

- What does the word ... imply / make you think of?
- If you were going to interview / ask a character a question —
who would you ask and what would your question be?
- What do you think will happen because of ...?
- Through whose eyes is the story told?
- Why do you think ... feels ... ?
- If this was you, what would you do next?
- Have the characters changed during the story?
- Predict what you think is going to happen next. What makes you
think this?
- How do you know that ...? (Deduce / infer)
- What does the main character feel at this point in the story?
- How do you know this — can you pick out a sentence?



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Think about the structure and organisation
of the text - what it looks like?

How do headings help you when you scan the text?

How does the layout help the reader?

How does the title of the story encourage you to read more?

Some of the text is printed in a different way, why do you think
the writer does this?

Why has the author repeated structures; words and phrases?

What is the purpose of the pictures?

Why did the author choose to change paragraphs here?

Why has the author used 'fact boxes' for key points?

Which words tell you what order to follow?



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Explain and comment on the writer's use of language — including grammar features.

What does (word/phrase) mean?

Which words has the author used to make the writing sound formal / informal?

Why has the author used ... (italics, bold, exclamation marks, headings, bullet points, captions etc.)

What has the author used in the text to make this character funny/sad/angry?

Think of another word you can use here. What different effect would your word have?

As a reader, how do you feel about this character? What makes you feel that way?

Can you find any similes / metaphors in the story?

Find some adjectives that help you picture the scene / character in your mind.

Find a sentence that encourages you to want to read more of the story.

Why has the author set out the text like this?



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What is the writers purpose and viewpoint of writing the story?

Can you think of another story that has a similar theme?
(good/evil/weak/strong)

Why does the author choose this setting?

What makes this a GOOD story?

What effect do you think the story has on the reader?

Could the story be better? What would you suggest?

What impression does the author want to give of this character?

Why?

What is the purpose of this paragraph? (e.g. time moves on).

What question would you like to ask the writer of the story?

Who is this advert trying to persuade?

Does this article / story try to get you to care about anything?

What can you tell about what the author thinks?



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Try to relate the story to its social, historical or cultural tradition.

Do you know any other stories like this? (good over evil, wise over foolish)

Where is the story set?

How is the hero / heroine in this story similar to others you have read about?

What does the story remind you of?

Does the story remind you of something that has happened to you/

How would you have felt in that situation?

What might you have done instead?

What other stories have similar openings / endings to this one?

Many stories have messages, what is the message of this story?

Are there any familiar patterns that you notice? E.g. story structure, imagery.



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Here are three videos of a teacher sharing stories with his own children and having informal book talk along the way.

The Queen's Handbag - Steve Anthony

<https://youtu.be/oBbwUW5QuDI>

Old Hat - Emily Gravett

<https://youtu.be/g90qekYlq3U>

Hotel Flamingo - Alex Milway (chapter book)

<https://youtu.be/CrERzbvoupY>

For more book choice ideas, here are two resources that may be of use:

Reading tube map

<https://misterbodd.wordpress.com/2020/05/12/reading-for-pleasure-tube-maps-mkii-2020/>

There is a tube map for each key stage. KS1, Lower KS2 & Upper KS2. The map offers suggestions of other books to read that are similar to favourite authors and even offer jumps between lines to expand their reading range.

Reading Roads

<https://misterbodd.wordpress.com/2019/11/03/reading-roads/>

There is a road for each genre of books. At the top of the road are the easier books that are suitable for KS1 children to hear or newer independent readers. The middle of the road is great for LKS2 readers and onwards but the last book is more for 11+ readers (due to content rather than reading ability).

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In addition audiobooks offer a great option to reluctant readers. They are still getting to hear the great story and be introduced to some fantastic new vocabulary that they may not be exposed to. Fingers crossed this will show them that books can be fun and will encourage them to pick one up next time.

Our booklet gives simple generic prompts which will support you in reading with your children.

Over time the use of these prompts will aid the development of higher-level reading strategies for your children.

MAKE READING FUN!



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